

## **Chapter One**

### **Introduction**

This chapter presents the description of this study. It consists of the background of the study, statement of the problem, limitation of the problem, and research question. In addition, the objective of the research and significance of the study are also explained in this chapter. Finally, the outline of the study is elaborated.

### **Background of the Study**

English is the most widely used language in the world. Nowadays, having English ability in speaking, listening, reading and writing has become requirements in some universities and job fields. In testing English ability, proficiency tests are employed. There are some English proficiency tests that are used to measure ability in mastering English level. One of them is Test of English as a Foreign Language (TOEFL). TOEFL is a test to measure the level of English foreign language students of English (Phillips, 2001). There are several reasons for students taking the TOEFL test. Some students admit they take the TOEFL because they have to apply for a job and the job that they want to apply requires a TOEFL score. Another student wants to study abroad or to get scholarship when taking the TOEFL test. According to Abe, Matsuzaki, Wakita, and Koizumi (2018) the result of TOEFL is used in various situations for example to enter university and join a company. In addition, in some universities in Indonesia, TOEFL test also becomes one of the requirements for the students to graduate. Hambali (2008) stated that TOEFL has become requirements in some universities, educational institutions, and some companies in Indonesia.

There are three types of the TOEFL test. First is Paper Based Test TOEFL (PBT), second is Computer Based Test TOEFL (CBT), and third is Internet Based Test TOEFL (IBT). Based on the types of the TOEFL stated above, only one type is often used to measure student's ability in using English called PBT TOEFL. PBT TOEFL is one of the tests that are used to examine students' ability in mastering Listening, Structure and Written Expression, and Reading comprehension. Out of the three, Structure and Written Expression section is admitted by EFL students to be the most challenging section. The researcher and some students consider that Structure and Written Expression has become the most challenging part in the PBT TOEFL. According to Hambali (2008) structure and written expression is the hardest section in the PBT TOEFL. The researcher has done a preliminary survey on the students about the most challenging part and it revealed that 98 percent of 20 students admitted the Structure and Written Expression to be the most challenging part in PBT TOEFL while in the Listening and Reading are only one.

At a private university in Yogyakarta, the name of the course is ILT (International Language Testing). It is a subject which discusses about the PBT TOEFL. It is also offered in the sixth semester and it is done in one semester. Technically, the teacher gives a pre-test in the first meeting. Then, in while activity the teacher gives tests in each section, so that the students can know the score of each section. Furthermore, in the last meeting the teacher gives post-test activity. Based on the pre, while and post-test, the researcher admitted from the classmates that there are only 50 percent students pass the standard score (500) determined by the department.

Based on the researcher's observation, the researcher found that students faced challenges in doing the PBT TOEFL test. At this university, most of them faced challenges in doing Structure and Written Expression section. Meanwhile, in section one and three, the students did better than the section two. Similarly, most of students reported that their scores in this section are not satisfying although they have been learning PBT TOEFL in one semester. For that reasons, the researcher is interested in conducting a research about students' challenges in doing PBT TOEFL test at one private university in Yogyakarta. By looking at the background, the researcher thinks that there is a need to study about *challenges faced by EFL students on the Structure and Written Expression in PBT TOEFL*.

### **Statement of the Problem**

This research aims to find out the challenges faced by students in doing PBT TOEFL on the Structure and Written Expression. The Structure and Written Expression of PBT TOEFL is the section that focuses on grammar and structure. There are skills that are tested in the Structure and Written Expression such as the subject and verb, verb agreement, tense, form, full subordination, the verbal, pronoun form, agreement and reference, word form, word order, parallel structure, unnecessary repetition and correct usage (King & Stanley, 2003). Besides, most of students faced the challenges in doing PBT TOEFL. Based on the researcher's observation, most of the researcher's friends got unsatisfying score in Structure and Written Expression when they did the PBT TOEFL. Furthermore, this study needs to be researched in order to find the challenges in doing

PBT TOEFL. Last, this study will explore the challenges in Structure and Written Expression section of PBT TOEFL conducted at one private university.

### **Limitation of the Problem**

There are three sections in the PBT TOEFL test namely listening, Structure and Written Expression, and reading comprehension. However, in this research the researcher only focuses to investigate the challenges faced by EFL students on Structure and Written Expression in doing PBT TOEFL. The reasons why the researcher will explore this problem at one private university in Yogyakarta are; first, in the TOEFL there are listening, Structure and Written Expression and reading comprehension. It means if the researcher conducts this study to investigate all of the sections, the researcher needs more times to finish this study. Second, this research is not going to explain about listening and reading sections because most of students in English Language Education Department (ELED) got the challenges in doing PBT TOEFL on Structure and Written Expression section. In addition, the researcher will only limit the study in the challenges faced by EFL students in Structure and Written Expression in doing PBT TOEFL.

### **Research Question**

In doing this research, the researcher has formulated one research question namely “what are the challenges faced by students on the Structure and Written Expression section in PBT TOEFL?”

### **Objective of the Study**

The objective of this research is to discover challenges in doing TOEFL test and the specific purpose is to investigate about student's challenges on the Structure and Written Expression section.

### **Significances of the Study**

The researcher expects that this research will be useful for the English teachers, the students, the English Language Education Department, and other researchers.

**The English teachers.** The result of this research will be beneficial for the teachers. They will get better insight on students in doing PBT TOEFL. English teachers have to anticipate the challenges, so that the students do not get the same problems in doing PBT TOEFL. The researcher is also expected that this research can be used as considerations for both of teachers in teaching ILT.

**The students.** This research might be helpful for students who are going to do the PBT TOEFL. The researcher hopes the students know and be more anticipative about the challenges that are often faced by EFL students in doing PBT TOEFL. Therefore, the students can prepare well and get better score in doing PBT TOEFL.

**The Institution.** This research can be used as an evaluation for the institution in teaching ILT. It is because many students faced the challenges in doing PBT TOEFL especially in Structure and Written Expression. Finally, the ELED can take consideration in making the syllabus and be more focuses in the second section of TOEFL.

**Other researchers.** This research might be useful as the references for other researchers who provide a topic that is related to the challenges in Structure and Written Expression on PBT TOEFL. Possibly, it will be a good review for the next researcher who requires some references/resources of related topic.

### **Outline of the Study**

This research is divided into five chapters. The first chapter discusses the background of the research, statement of the problem, limitation objectives of the research, research question, and significances of the research. The second chapter describes about the literature review related to TOEFL, sections of the TOEFL, challenges on the structure and grammar in the TOEFL and review related studies are going to discuss in this chapter. Furthermore, this chapter provides the reader about related studies on Structure and Written Expression in TOEFL PBT encountered by language learners in the context of English as a Foreign Language (EFL). The third chapter discuss about research method including research design, research setting, research participants, data collection method, and data analysis. The fourth chapter presents the findings and discussion of the research. The last chapter presents the conclusion and the suggestion of the research.